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ROY E. SIMPSON

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EDITOR:

IVAN R. WATERMAN

Chief, Bureau of Textbooks and Publications

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THE PACIFIC REGIONAL CONFERENCE ON UNESCO, 1948

The Pacific Regional Conference on UNESCO was held in San Francisco May 13, 14, and 15. It was the first major UN meeting on the West Coast since 1945. It was attended by approximately 3000 delegates from Hawaii, Alaska, Arizona, California, Idaho, Montana, Nevada, Oregon, and Washington, representing labor unions, business, civic, industrial, church and other groups and organizations.

The theme of the conference was "Meeting Crisis with Understanding," with a sub-theme "You Can Help." The purpose of the conference was to determine specific programs which the delegates' organizations can carry out to aid the international UNESCO project. This was in keeping with the "grass-roots" policy of UNESCO, which actively encourages participation by the citizens of large and small communities of the member-nations.

Mrs. Henry P. Russell of San Francisco was chairman of the Covening Committee, which also included Clarence A. Dykstra, provost of the University of California at Los Angeles, and Mrs. Pearl A. Wanamaker, superintendent of public instruction for the state of Washington. Alvin C. Eurich, acting president of Stanford University, was chairman of the Central Planning Committee. Robert N. Bush, head of the Stanford University Appointment Service, was executive secretary of the Conference.

At the first plenary session, held in the War Memorial Opera House on the afternoon of Thursday, May 13, the principal address, entitled "The Task of This Conference," was delivered by William G. Carr, Associate Secretary of the National Education Association. The text of Dr. Carr's address is reproduced in these pages, following a brief presentation of background information prepared by the staff of UNESCO.¹

BACKGROUND MATERIAL ON THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC, AND CULTURAL ORGANIZATION

DEFINITION

UNESCO is one of eight specialized agencies recognized by the United Nations general assembly. Its over-all, long-range program includes the promotion of all aids to and the combatting of all obstacles to progress in education, science, and culture throughout the world.

¹ Detailed information on UNESCO is available upon request to UNESCO Committee, c/o World Affairs Council, 623 Sutter Street, San Francisco 2, California.

MEMBERSHIP

Forty nations are now members. Membership in the UN carried the right to membership in UNESCO. Nations not members of the UN may be admitted to UNESCO by a two-thirds vote of the member nations of UNESCO. The USSR is the only large power which is not a member. Neither has it approved of UNESCO officially.

ORGANIZATION

Policies are determined by a General Conference with five delegates for each member nation. The Conference also elects an Executive Board of 18 members plus the conference president. The board is responsible for executing the conference's policies. It also recommends admission of new members to UNESCO. The General Conference met first in Paris in 1946, again in Mexico City in November, 1947, and will meet next in Beirut.

A director-general (Julian Huxley) is nominated by the executive board and appointed by the general conference. He is the head of the Secretariat, the permanent staff of UNESCO, with headquarters in UNESCO House, Paris. Appointments to the staff are on a wide geographic basis. The secretariat carries out the directions of the conference and board. Clarence E. Beeby of New Zealand is assistant director-general.

U. S. UNESCO COMMISSION

The United States has set up a U. S. National Commission for UNESCO to advise the State Department on the U. S. course on UNESCO. It is composed of 97 members, headed by Milton S. Eisenhower, president of Kansas State College of Agriculture and Applied Science. The members are selected to represent education, science, arts, literature, government, and other fields.

OBJECTIVES FOR 1948

Six objectives for 1948 were outlined at the UNESCO International Conference in Mexico City in November, 1947. Briefly they are:

1. To stimulate and co-ordinate aid to war-devasted areas for reconstruction and rehabilitation of educational, scientific, and cultural facilities.
2. To carry on a campaign to promote the free flow of information between nations, and to combat obstacles to the free flow of information.
3. To promote education in under-developed areas, collect and disseminate information on modern methods of adult education, and to set up an international association of universities.
4. To provide for international exchange of cultural facilities, including literature, art, theater, and music facilities, etc.

5. To promote inquiries within member nations of tensions which would tend to endanger world peace.
6. To study mass media such as motion pictures and publications with a view to informing the peoples of the world about other nations and areas.

THE TASK OF THIS CONFERENCE²

WILLIAM G. CARR, Associate Secretary, National Education Association

My role in this opening session of our conference is to describe the work before us and to suggest the kinds of results which those who have arranged the conference hoped to achieve. If I sometimes cast my suggestions in an imperative mode of speech, you will understand that I do so for the sake of brevity only. My comments are intended to be used by you only insofar as they prove helpful in accomplishing the purposes of our conference. I have five suggestions.

I.

First, let everything we consider here be directly related to the aims and purposes of Unesco. This is a mixed assembly. We represent the widest possible variety of professional and civic interest. We have not been called together to promote our separate interests or even to reconcile our differences on public issues. We have been brought together to help to achieve the purpose of Unesco. Before we become immersed and perhaps even lost in the bewildering ramifications of the actual program of Unesco, let us remind ourselves what the purpose of Unesco is.

Unesco is a specialized agency of the United Nations. Its purpose is clearly stated in the very first sentence of the first Article of its Constitution. The Organization exists to contribute to peace and security. According to the Constitution of Unesco, the method for reaching this purpose is international co-operation in education, science, and culture. No other purpose is named in any other Article of the Constitution.

The language in Article I is not an accident. It was carefully chosen after full discussion. As Deputy Secretary of the London Conference where the Unesco Charter was written, I worked with the Commission which had this matter in its term of reference, and I speak from experience when I say that the wording of Article I is important, deliberate, authoritative, and binding.

To put the matter another way: If there is another major war, Unesco will have failed, and if there is not another major war, Unesco (together with all the other apparatus for good international relations) will have succeeded. My test of failure or of success for Unesco, and for this conference, is as stern as that.

² Address delivered at first plenary session of the Pacific Regional Conference on UNESCO, May 13-15, 1948, San Francisco, California.

If that premise be granted, are not other considerations, desirable as they might be in themselves, an impertinence, a shocking irrelevance as compared to the great over-riding necessity of our day? The purpose of Unesco is to use, protect, increase, and disseminate the education, culture, and science which can reasonably be expected to contribute significantly to peace and security. Any system of priorities for our work in support of Unesco must, I believe, rest on this understanding of the purpose of the Organization. Activities which contribute only slightly to peace and security should have a light emphasis. The Congress of the United States authorized our membership in Unesco and appropriates money to it and to the National Commission because the Congress and the people believe that the Organization is a necessary part of the world's total machinery for peace and security.

I would permit one reservation, and one only, on this matter. The whole purpose of Unesco is peace, but the context shows that Unesco is not intended to promote peace at any price. There could be a peace of slavery, a peace where human rights are ignored, the peace of death. There could be a security in submission to injustice, a security in stagnation, the security of a cage. These are not the peace and security which Unesco was established to foster. There are some things even more precious than peace. One of them is intellectual liberty. Unesco is committed, by many stirring passages in its Charter and by its short but inspiring history, to peace *with* freedom. There is a basic morality in the peace and security which Unesco must promote and cherish.

It is in the light of that purpose that the success of Unesco will be weighed by the people who may come to the regional conference in San Francisco, in the year 1958. They will not ask whether Unesco in 1948 added to the knowledge of the migration of birds, or of the Southern limit of icebergs, or whether it sponsored magnificent collections of art, or an easier exchange of folk music, or better laws governing archeological expeditions. People will say ten years from now that Unesco helped to keep the peace, or that it did not help, or that Unesco did not help enough, or that we allowed our limited time and resources to be frittered away and diverted from this central problem. In such stern terms this regional conference will be judged and, in my opinion, rightly so.

In international affairs, at least, the greatest need of our time is not to know more but to do better. What we need in the policy for peace, which this Conference must help to shape, is a period when we shall devote our resources not so much to expanding our knowledge as to applying it; not so much to finding out what to do as to doing what we already know ought to be done. Most of the critical problems in keeping the peace today are not created by a shortage of knowledge; but rather by a shortage of skilled social engineering, the application to specific problems of knowledge already won and of principles already under-

stood. The peculiar, primary, and indispensable function of Unesco is the *use* of knowledge, and especially of that knowledge which relates to the maintenance of peace and security.

Most of you in this auditorium represent large segments of the American population. I put this question to you: What do your constituencies want most of all? Would they be deeply interested in a Unesco which merely extends knowledge so that man may be a more skillful agent of his own destruction? Would they rally to help a Unesco which is concerned merely with improving the refinements of living when those refinements may be smashed by the impact of another major war? I think not. The singular purpose stated in the Constitution of Unesco, "to contribute to peace and security," is our purpose. Keep that purpose in the center of your target throughout this Conference.

II.

My second piece of advice is to study the Unesco Program for 1948 as it stands. Having refreshed our understanding of the basic purpose of Unesco, let us consider how each one of us, individually and through our organizations, can this year contribute to the achievement of that program, particularly within the United States. The Unesco program for 1948 fills 29 single-spaced typewritten pages. It is divided into six chapters, fifty-four sub-chapters, and around three hundred individual items. There is something in that program on which every individual in the United States can help.

Let us remember always that Unesco is not a converted hotel building in Paris. It is not the United States National Commission with its offices on Pennsylvania Avenue in Washington. It is not even the Pacific Regional Conference, meeting in the Opera House in San Francisco. The real Unesco is to be found in a classroom where a teacher helps children to develop a feeling of intelligent responsibility for the maintenance of peace; in a university where the resources of scholarship are applied to the study of human relations; in a laboratory where science is directed to the promotion of human welfare; in formal and informal organizations for adult education; in a broadcasting studio where a program of international understanding is sent out over the air; around a loudspeaker in the home where that program is received; in the editorial offices of a newspaper or magazine which gives its readers a responsible and unbiased account of current world problems. Unesco is the people of the United States and of other nations working on the Unesco program.

As I have already said, the range of that program is extremely wide. I cannot in these few minutes even begin to indicate the possibilities which it holds; but, perhaps, I can make my point a little clearer by drawing a few illustrations from various sections and chapters of the program.

The first chapter of the program deals with relief and reconstruction. Here in America we have not had a single book burned by an incendiary

bomb; not a single child crippled in the collapse of a bombed school; not a single teacher shot as an invading army marched into any American town. Surely, we who have been thus lucky, (and I do not think many of us would claim that it was all due to good management) will be compassionate enough to reach out a hand of friendship through Unesco for the reconstruction of war-devastated schools and cultural institutions.

Another specific example may be taken from the area in which I happen to work—an adequate education on international subjects for boys and girls in school. What is being done about this in your own community. Are your schools teaching about the United Nations? How much do the adult organizations in your town care about international relations? How well prepared are the teachers of your community to undertake the difficult job of inducting young people into the life of the twentieth century world? Do your teachers have the tools that they need in the way of visual aids, recordings, books? Do they have the United Nations posters? How about the teaching of foreign languages? Are there any international relations clubs in your schools? What kind of leadership and help do the schools of your community give to education of adults with reference to the international issues of today? Remember this: In the United Nations Charter and in the Constitution of Unesco our National Government has promised all the other governments of the world that it would educate for peace. No federal agency can compel any school or any teacher; that lack of authority simply makes the responsibility of the individual school, the individual teacher, the individual teachers' organization, and the individual citizen more compelling.

Perhaps I have time for one more illustration of specific things to do in support of Unesco's program. What can be done to spread basic information about Unesco through your organization and in your respective communities? Although Unesco has been going for nearly three years, relatively few people know what it is. Many think it is a new kind of shortening. Others think it is a biscuit. I shall not take your time to outline the many ways that are available to all of us to spread knowledge about Unesco as a basis for getting action in support of its program. As organization leaders you know very well the techniques and problems in this field. I am content merely to call it to your attention. Develop a substantial program of public information about Unesco itself, its purpose, its structure, the nature of its work, and the ways in which people can help it.

III.

The next specific suggestion I would make is with reference to proposals for future action by Unesco. I have been to enough Unesco conferences to feel quite sure that this audience includes a substantial number of people, a hundred or more probably, who have very specific ideas to offer us. They have definite plans in their briefcases. They want

Unesco to take these plans and sponsor them. Those plans vary in the care with which they have been thought out and in practicality of achievement. I do not think that in a two-day conference it is possible to evaluate highly specific new proposals for future action. I do not mean to rule out their discussion. I do suggest that this Conference should not take as its major purpose an attempt to write the program of Unesco for 1949 and 1950. All suggestions for future action by Unesco, it seems to me, should be received, briefly considered, and referred with such comments as the members of the Conference may want to make to the United States National Commission for Unesco, either directly from San Francisco or indirectly through the representatives of the various national organizations who comprise the National Commission.

IV.

A fourth general recommendation with reference to our deliberations takes the form of a word of caution. Unesco does not exist to assist us in doing our work. It is not the primary purpose of Unesco, for instance, to magnify the importance of teachers, or to improve their social and economic status, or to get more money for the schools. It is not the purpose of Unesco to give greater recognition to scientists, or museum keepers, or radio executives, or leaders in adult education. I hope that every section and every informal discussion will approach the problem of this Conference, not in terms of what Unesco can do for me, but in terms of what I can do for Unesco. The stakes here are too great for partisan consideration. The Conference is not a competition for recognition and prestige by scientists, cultural leaders, educators, and other sections of the American society. If there is to be any contest among us, let it be one to see which of us can do the most for Unesco rather than a contest to see which can get the most out of Unesco.

Many organizations represented here have already made substantial contributions to the work of Unesco. It will help the conference to have brief reports from various groups as to what they have done. However, I want to say that whatever anyone of us may have done for peace through Unesco, none of us has done enough—and I include myself and the organizations with which I am connected in that statement. This conference is not to be, I hope, a celebration of our achievements. It is to be rather a dedication of our future. Let this conference, and the organizations and individuals who take part in it be judged not by what we have done in the past but by our future actions. Let us by all means tell what we have already done to help Unesco, but let us tell it in such a way as to help and inspire others who may not have done so much, rather than in a manner which will advertise our own achievements and our own insight.

V.

My final bit of advice relates to the general attitude in which we should approach the work of the San Francisco conference. No doubt the work of Unesco is seriously crippled by current world conditions. Some people thought that when the headquarters of Unesco were located at Paris it would tend to remove Unesco from the political maelstrom of Lake Success. Some people thought that Unesco could avoid the impact of the great issues which now divide the world. That hope has proved illusory. There is no place upon the planet so isolated, no island so remote, no garden so stoutly walled about that they can shield us from realities. So, as a general proposition, I urge that in all our deliberations we be realistic, that we appraise coldly and yet resolutely the very substantial dangers that beset the road to peace. Having appraised these dangers let us move forward.

Unesco is not wishful pacifism, it is a program of action. There will be some so-called realists who will say that the program of Unesco is impractical, based on a wax-work copy of the real world, destined to melt and run at the first hot touch of reality. I deny it. There is no subject more intensely practical than the achievement of world peace. There is no method more intensely practical for contributing to that end than the development of the defenses of peace in the minds of men. Those who watch the slow loss of the peace with mere idle curiosity, or with benumbed and apathetic resignation, or with fatalistic despair—these are the impractical ones, the dreamers, the Micawbers, the people who will not face the facts. We at this conference have nothing to do with such visionaries.

We came to San Francisco from great distances, and at no small expense and trouble, because we are deeply concerned about the drift of world affairs today. We want to change the direction of the present movement. We are convinced that it can be changed. If we believe that nothing could prevent the calamity of a Third World War we should have stayed at home.

Almost three years ago in this city and in this very building, the United Nations Conference on International Organization was plodding forward with its work. Even in the midst of war, the nations met here to build for peace.

There are many in this auditorium who, like myself, were present at the United Nations meeting in San Francisco. This building has echoed to the eloquence of political leaders from all parts of the world, pledging their support to the institutions of peace and freedom. This building has rung with applause as point after point in the United Nations Charter was debated, now coolly, now vigorously, but always to the point of agreement. Some of you will remember that certain seats in this auditorium during that Conference were reserved for wounded veterans.

You will not soon forget how these men followed the day-by-day proceedings of the greatest international conference in history; how they listened with admiration to the great speeches; and how those who could do so applauded vigorously when a particularly effective statement was made.

We used 600 bottles of ink to write the United Nations Charter; over 20,000 pencils, including the erasers, were worn out, in the process. Many sections of the Charter were written thirty and more times before the final wording could be agreed upon. Clause by clause, progress was made. There came a day when the delegates filed past a great round table here in San Francisco and when those delegates, most of them white-faced from emotion and sheer weariness, one after the other signed their names to a document which opened with these words: "We the peoples of the United Nations determined to save succeeding generations from the scourge of war" and which went on to reaffirm faith in fundamental human rights; in the dignity and worth of the human person; in justice and the obligations arising from international law; in tolerance; in the practice of living together as good neighbors; in the economic and social advancement of all people.

In that Charter there appears in Article 55 and 56 a solemn commitment of every member nation to promote educational and cultural co-operation. In response to these provisions, there was held later in 1945 in London the Constitutional Convention which established the groundwork for Unesco and which wrote another great charter which opens thus: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

What a brave new world we were going to build upon the sacrifices and suffering of two world wars! Three years ago here in San Francisco we thought we had just two jobs. The first job was to win the war; the second was to set up the United Nations to keep the peace. The war was won: we did set up the United Nations. Now we find that the peace is slipping away from us.

So here we are again in San Francisco and armies are marching again in various parts of the world and the munitions plants are tooling up. Here we are again in San Francisco and across the continent the United Nations is gasping for its life. The delegates sit about the small horseshoe table at Lake Success, yet they are very far from one another. And the people of this country and of many another great country are confused and saddened and more than a little bitter and cynical about it all.

Here we are again in San Francisco, and what do we do now?

We are perplexed. None of us is giving up. When we thought that all we had to do to get the peace was to win the war and establish the United Nations, we evidently made a mistake. Something was omitted. What was that something? The price of peace like the price of liberty is

eternal vigilance. The price of peace like the price of victory in war is national unity. Some say that the price of peace is power. Perhaps. But the price of peace is also understanding. Building the defenses of peace in the minds of men means not only making men peaceful but also making men intelligent and resolute about how to secure the peace. One would hardly need an international organization just to make men want to live in peace. Most men will desire that without persuasion. What we lack is not so much a *desire* to live at peace as a greater measure of public wisdom and individual determination in the pursuit of it.

George Washington Carver once said that if you come to a stream five feet wide and jump four feet, you will fall into the stream and drown. You must either jump all the way across or you might as well not take the trouble to jump at all. Does this not parallel the situation in which we here find ourselves? Unless we are willing to mobilize for peace more vigorously, to make sacrifices in the interest of peace more generously, to survey the problems more deeply and broadly, to take our civic responsibilities as members of the United States and the United Nations more seriously, we had just as well forget the United Nations and Unesco and the rest of the peace-keeping machinery of the world.

The task of this Conference is to overcome the sense of futility; the sense of benumbed resignation with which all too many of our people look upon the current international scene. The task of this Conference is to give volume and clarity to the rising voice of the American people calling for a still more courageous and more consistent leadership from its Congress and from its executive officials. The task of this Conference is to call the American people to wage the peace.

I have not forgotten that this Conference is called under the general auspices of the United States National Commission for Unesco and that we must give thorough consideration to the program of Unesco. We must get down to such practical questions as educational reconstruction, student and teacher exchange, revision of textbooks, co-operative scientific investigations, international systems of library references, international use of radio, and a thousand and one other specific and useful and important activities. I have not forgotten this. I do not think we are in much danger of forgetting these details. But let us be sure that we do not leave this Conference without rising above the details and seeing our work in its broader setting.

In summary, I suggest that each of us when he leaves this conference should have accomplished five things: First, he should have restored and refreshed his understanding of the basic purpose of Unesco. Second, he should have acquired a clear understanding of the 1948 program of Unesco. Third, he should have considered in a preliminary way some of the major features of the future program of Unesco. Fourth, he should have a fairly clear plan of action for his own special field of work to

serve Unesco, including the development of a community program in his own state or locality to secure public support, assistance, and understanding for Unesco. Fifth, we must acquire from each other that deep sense of unity in a great cause which is essential to mobilization, whether for peace or war. Thus, to combine our efforts to do something practical to help Unesco to bring about peace in our time; and to strengthen our common devotion to that purpose, is the task of this conference.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, Superintendent

CHANGES IN ADMINISTRATIVE POSITIONS IN VOCATIONAL EDUCATION

The resignation of Julian A. McPhee as State Director of Vocational Education was transmitted to the State Board of Education at its meeting in Los Angeles, July 9, 1948. The Board accepted Mr. McPhee's resignation to take effect on December 31, 1948, and approved his appointment to serve full time as president of California State Polytechnic College, San Luis Obispo, beginning January 1, 1949. Since 1944 he has held both positions on a half-time basis. His successor in the position of State Director of Vocational Education on January 1, 1949, will be Wesley P. Smith, who is now serving as assistant to the State Director of Vocational Education.

We deeply regret losing Mr. McPhee's services as State Director of Vocational Education. The vocational education program in high schools and junior colleges throughout the state has grown so rapidly in the last three years, however, that it is no longer possible for Mr. McPhee to divide his time between direction of the state-wide program and the presidency of California State Polytechnic College. The college has developed impressively under Mr. McPhee's constructive leadership since the end of the war, and in the future will require all of his time.

Julian McPhee's thirty years of service to vocational education in California and the nation received due recognition from his professional associates at the Annual Convention of the American Vocational Association held in Los Angeles in December, 1947. On that occasion he was elected president of the association for the year 1948. His contribution to the continuing development of vocational education in California will be no less effective as president of California State Polytechnic College, which has become a major teacher-training institution for instructors in vocational education.

Mr. McPhee is a native of San Francisco, attended public schools there, and was graduated from the University of California College of Agriculture at Berkeley and Davis with the Bachelor of Science degree in 1917. He served in the United States Navy as an ensign during the first world war. His early experience included service as an agricultural

instructor in the El Dorado County High School at Placerville and as a farm adviser in the University of California's Agricultural Extension Service at Merced, where he organized a cow-testing program. In 1920 he went to Gilroy Union High School as vice-principal and principal of the evening high school. He participated in the teaching of agriculture and organized the Gilroy Grange, of which he was secretary. He joined the staff of the State Department of Education as State Supervisor of Agricultural Education in July, 1925, and became Chief of the Bureau of Agricultural Education in October, 1926.

Administration of what was then California Polytechnic School at San Luis Obispo was added to his duties as Chief of the Bureau in 1931. In January, 1933, Mr. McPhee began his long period of service as president of the Polytechnic School on a half-time basis, dividing his time between the school and the Bureau of Agricultural Education. The Voorhis unit at San Dimas was donated to the State in 1938.

Mr. McPhee is the first State Director of Vocational Education, having been appointed to this position when the State Board of Education created it in February, 1944. During the war, he organized the state program of readjustment education and directed its early operations. He was also active in organizing the program for distribution of surplus war property to schools that was later carried on by the State Educational Agency for Surplus Property. He is a founder and a state adviser of the Future Farmers of America, an organization of high school and junior college students in agriculture courses that was founded in 1928.

The State Legislature in 1947 changed the name of the San Luis Obispo institution to California State Polytechnic College. Its enrollment since the war has increased rapidly, and in the 1947-1948 college year reached 2700 students in attendance at the San Luis Obispo and San Dimas campuses.

Wesley P. Smith is a native of Ione, Amador County, and was graduated from the University of California College of Agriculture at Berkeley and Davis with the degree of Bachelor of Science in 1932. He served as an agriculture instructor at Ceres Union High School, Stanislaus County, in 1933-1934, and as director of agriculture at Ferndale Union High School, Humboldt County, from 1934 to 1938. He then went to San Luis Obispo High School and Junior College as director of agriculture. While in this position, he participated in the State's teacher-training program for agricultural education as a critic teacher. In 1942 he joined the staff of the State Department of Education as Regional Supervisor, South Coast section, for the Bureau of Agricultural Education, with headquarters at San Luis Obispo. In January, 1945, he was appointed as assistant to the State Director of Vocational Education, and in January, 1946, his office was moved to Sacramento, where he has served as representative for Mr. McPhee. His office will continue to be in Sacramento when he assumes the duties of State Director in January, 1949.

APPOINTMENTS TO STAFF

STANLEY E. SWORDER was appointed to the position of Consultant in Adult Education in the Bureau of Adult Education, Division of Instruction, effective July 1, 1948.

Mr. Sworder has served as principal of the Berkeley Evening High School Adult Education program since 1938, with the exception of a period between 1943 and 1946 during which he served as a Lieutenant in the United States Navy.

Mr. Sworder's duties will be to assist George C. Mann in administration of state responsibilities in the adult education program, and to act as consultant and adviser to administrators of adult education programs maintained by public school districts. His headquarters will be in Sacramento.

Mr. Sworder holds a Bachelor of Arts degree from Fresno State College. He qualified for the general secondary credential at Columbia University, New York, and at University of California, Berkeley. He was granted the administrative credential after doing additional graduate work at Berkeley in 1937. He has also carried on other graduate studies in adult education at University of California and Mills College.

He is a member of the California Association of Adult Education Administrators in which he has served as a member of the board of directors and chairman of the research committee; of the East Bay Adult Education Council, of which he was president in 1941; and of the American Association for Adult Education.

MRS. ALICE E. PENNEY was appointed Assistant Credentials Technician in the Credentials Office of the State Department of Education, effective June 2, 1948. Mrs. Penney attended the Frances Shimer Junior College, Mt. Carroll, Illinois, and was graduated with a Bachelor of Arts degree from Carroll College, Waukesha, Wisconsin. She has taught English and Spanish on the staff of Waterloo High School, Waterloo, Wisconsin, and during the war held a position as statistician in the United States Department of Commerce, Washington, D. C.

E. R. DEERING was appointed to the position of Assistant Chief of the Bureau of School Accounts and Records in the Division of Public School Administration, effective July 6, 1948. Mr. Deering has for the past nine years been assistant superintendent in the office of the Siskiyou County Superintendent of Schools. During this period he was on leave for two and one half years' service in the United States Navy.

Mr. Deering is a native of Chico, and a graduate of Chico State College. He holds the Master of Arts degree from Stanford University. He has taught in the elementary schools of Yuba City and served as superintendent of elementary school districts at McCloud, 1927-1930, and Dunsmuir, 1930-1939.

Mr. Deering's duties in the Bureau of School Accounts and Records will consist of assisting in the apportionment of State school funds, the preparation of forms, and in accounting and approval of attendance records of public school districts.

THORNTON W. BATTELLE, formerly an assistant surplus property agent in the State Educational Agency for Surplus Property in Sacramento, was appointed Field Representative in Education Administration in the Division of Public School Administration, effective June 1, 1948. Mr. Battelle's first appointment to the staff of the Department of Education was mentioned in *California Schools* for April, 1947.

DIVISION OF PUBLIC SCHOOL ADMINISTRATION SCHOOL PLANNING

CHARLES W. BURSCH, Assistant Division Chief

SCHOOLHOUSE MAINTENANCE AND REPAIR IN RURAL AREAS

The office of School Planning completed in June a state-wide inquiry relative to schoolhouse maintenance and repair for rural areas and villages. Howard L. Rowe, Field Representative, interviewed forty-six of the fifty-seven county superintendents of schools of the state.

The purpose of the inquiry was to ascertain the practicability and advisability of employment by the county superintendent of schools of a maintenance and repair man or supervisor of maintenance and repair as provided for in Sections 18023, 18024, 18025, 18026, and 18027 of the Education Code. These sections provide that a county superintendent of schools may establish a maintenance and repair fund, purchase materials, supplies, and equipment, employ labor, and contract with the respective schools of his county to maintain and repair school premises and property for those schools of his county requesting such service.

The county superintendents of schools generally believe that the program is excellent and can be utilized with benefit to many districts. Some changes in the Education Code may be necessary to enable the program to function properly. It is proposed that a committee of county superintendents of schools work with staff members of the School Planning office to study the idea and make recommendations to develop the program. It is generally believed that this program would result in better school conditions, especially for schools outside of large cities and particularly for those schools employing no full-time janitorial personnel.

County superintendents with a small number of schools would employ a man strictly as a maintenance and repair man. He would do the work himself. Other county superintendents of schools with too many schools for one man to care for would have him work as a supervisor of maintenance. Other men would then be employed to do the actual work

under his direction. In other counties this man would both supervise the work and act as a consultant for those schools employing regular, full-time custodians.

This maintenance man could inspect buildings, grounds, and apparatus for fire risks and accident hazards, reporting his findings to the proper school authorities. He could confer with principals, teachers, and custodians on school needs and improvements, transmitting reports of these needs to the school authorities. Upon authorization of the governing board, he could do the work or secure qualified men to do it. He could furnish the employee with working plans for the job to be done and then confer with the employee while it is being done. He could purchase, when requested to do so, the necessary materials for the job. He could make estimates of the cost of a proposed job and, upon completion, file an itemized statement of labor and materials used.

He could be equipped with a pick-up truck containing a vise and tools for carpentry, plumbing, and electrical work on jobs not requiring a contractor. He could do "on-the-spot" minor jobs, such as repairing leaky faucets, drinking fountains, or installing a pane of glass. He could be furnished with a sander, polisher, scrubber, paint spray machine, and other equipment that would not be practical for many individual schools to own.

He could serve as a consultant for school boards not employing a full-time school executive. He could also provide consultant service to school executives not employing maintenance supervisors. As a consultant, he could furnish information to regular, full-time employees on the best methods and materials for cleaning floors, chalkboards, and lavatories, for repair and maintenance work, for the construction of tables, shelving, playground apparatus, and other articles needed in the schools. He could conduct workshops in convenient locations for the training of custodians and maintenance personnel, especially those newly employed. He could furnish them with bulletins and other printed information that would aid them in their work. He could secure information and aid from various commercial firms and from the office of School Planning.

Several county superintendents of schools are trying out some parts of the program now with decided success and general satisfaction. Kings County has a maintenance and repair man, while Los Angeles has a consultant and director of custodian training. A number of other county superintendents of schools have been considering this plan.

The office of School Planning firmly believes that the program based upon a soundly amended law would result in better kept, better equipped, better functioning schools. In many instances this could be accomplished at a saving of money to the district.

BUREAU OF TRADE AND INDUSTRIAL EDUCATION**SAMUEL L. FICK, Chief****GUIDE FOR THE HOUSING AND LAYOUT OF SCHOOL SHOPS**

A study of housing and layout of school shops is being conducted by the California School Shop Planning Committee in co-operation with the Bureau of Trade and Industrial Education and the School Planning office of the State Department of Education.

The School Shop Planning Committee consists of school administrators, supervisors and instructors of industrial education in the state of California. Spencer D. Benbow, administrative assistant in charge of adult and vocational education in the Oakland Public Schools, is serving as general chairman.

The first section of this study, entitled "Suggested Guide for the Housing and Layout of School Shops," has been prepared in mimeographed form. School districts that are planning new shop buildings may be interested in securing copies of the Guide, which is now available from the Bureau of Trade and Industrial Education, State Department of Education, Sacramento 14.

The second section of the study, dealing with drawings of suggested shop layouts, is being prepared and will be available at a later date. The complete study will consist of the "Suggested Guide for the Housing and Layout of School Shops" and the drawings of suggested types of floor plans and shop layouts.

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, Administrative Adviser

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

ATTORNEY GENERAL'S OPINIONS

Payment by State Agencies Supported in Whole or in Part From Federal Funds Allocated to State of Administrative Costs to Other State Agencies

Government Code Sections 11044, 11270 to 11274, and 18750 to 18753 require each State agency supported otherwise than by appropriations from the State General Fund to pay the cost of services rendered such agency by the State Personnel Board, the Attorney General, State Controller, State Treasurer, and Department of Finance and are applicable to state agencies supported in whole or in part from Federal funds allocated to the State and the cost of such services may include overhead. (AGO 48-133, 11 Ops. Cal. Atty. Gen. 297.)

Authority of County Board of Supervisors to Contract With District for Maintenance of School in a County Juvenile Hall

There is no provision of law under which the board of supervisors could contract with an elementary school district for the maintenance in a juvenile hall of the county of a school established therein under Welfare and Institutions Code Section 667.1. Education Code Section 1502 is not applicable. (AGO 48-144, 11 Ops. Cal. Atty. Gen. 295.)

Payment to District by County for Support of School Maintained in County Juvenile Hall

Welfare and Institutions Code Section 672 requires the board of supervisors of a county to reimburse a school district maintaining a school in a juvenile hall of the county in an amount equal to the cost to the district of maintaining such school in excess of the amounts received by the district from the State, and from the county, as provided in Welfare and Institutions Code Section 699 (sic). (AGO 48-144, 11 Ops. Cal. Atty. Gen. 295.)

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at the regular meeting held at Los Angeles, July 9 and 10, 1948.

Appointment to Curriculum Commission. The Board approved the re-appointment by Superintendent of Public Instruction Roy E. Simpson of William G. Paden, City Superintendent of Schools of Alameda, as member of the State Curriculum Commission for the four-year term ending August 29, 1952.

President Emeritus. The Board conferred the title of President Emeritus upon Frank W. Thomas, who retired from the presidency of Fresno State College on May 31, 1948.

Adjustment of Administrative Personnel in Vocational Education. Confirming recommendations of Superintendent Roy E. Simpson, the Board elected Julian A. McPhee, State Director of Vocational Education, to the position of full-time president of California State Polytechnic College, effective January 1, 1949, and elected Wesley P. Smith, now Assistant to the State Director of Vocational Education, as full-time State Director to take Mr. McPhee's place in January. (For details about these positions and appointees, see pages 254-55 of this issue.)

Amendment of Rules and Regulations. The Board changed its rules and regulations by amending Section 996.8 of Title 5 of the California Administrative Code to read as follows, and adopted the regulation as an emergency regulation to permit its immediate application to faculty members of California State Polytechnic College.

996.8. Duration of Leaves of Absence. Leaves of absence to engage in study or travel may be granted for one year; provided that for any faculty member employed on a pay plan which provides for twelve monthly payments a year while he is required to be on duty during the regular academic sessions of the college year only, a leave of absence may be granted for a six months period in any college organized on the semester plan; and a leave of absence for either a four months or an eight months period in any college organized on the quarter plan; and provided further that any faculty member employed on a pay plan which provides for a vacation allowance of one and one-fourth days per month only, may be granted a leave of absence for one or more months up to twelve.

Revocation of Credentials. The Board, in accordance with Education Code Section 12754, revoked all credentials for public school service previously issued to Charles William McIrvine and to Frank James Derby.

The Board also, in accordance with Education Code Section 12755, revoked all credentials for public school service previously issued to Andrew Gavron.

Adoption of Textbooks in History and Geography. The Board adopted the following basic textbooks and supplementary textbooks in history and geography for grades four and five as indicated, for adoption periods of not less than six years nor more than eight years beginning July 1, 1949:

Early California, by Irmagarde Richards, published by Harr Wagner Publishing Company, basic textbook in history and geography, grade 4

Our California, by Irmagarde Richards, published by Harr Wagner Publishing Company, basic textbook in history and geography, grade 5

Modern California, by Margaret G. Mackey, Amber M. Wilson, and Genevieve E. Estes, published by The Goodwin Press, supplementary textbook in history and geography, grade 5, for distribution on the basis of one copy for each three pupils.

Our America, by Irving R. Melbo, published by The Bobbs-Merrill Company, supplementary textbook in history, grade 5, for distribution on the basis of one copy for each seven pupils

The Rush for Gold, by Frank Lee Beals, published by the Wheeler Publishing Company, supplementary textbook in history, grade 4, for distribution on the basis of one copy for each ten pupils

Approval of Educational Organizations. The Board, under authority of Education Code Section 4861, approved the following organizations as organizations to which membership fees may be paid from school district funds during the school year 1948-1949:

American Association of School Administrators, *President*, Willard E. Goslin; *Secretary*, Worth McClure, 1201 Sixteenth Street, N.W., Washington, D. C.

Audio-Visual Education Association of California, *President*, Mrs. Helen Rachford, 808 N. Spring Street, Los Angeles 12, California; *Secretary*, Ray Denno

California Association for Childhood Education, *President*, Mrs. Elizabeth F. Rosenberg, 28 Estrella Avenue, Piedmont, California; *Secretary*, Florence Wernham, 2531 Benvenue Avenue, Berkeley 4, California

California Association of Secondary School Administrators, *President*, Robert S. Hicks, District Superintendent, El Monte Union High School District, El Monte, California; *Secretary*, Harold B. Brooks, Principal, George Washington Junior High School, 1450 Cedar Avenue, Long Beach 13, California

California Educational Research and Guidance Association—Southern Section, *President*, C. C. Dunsmoor, Room 412, 808 North Spring Street, Los Angeles 12, California; *Secretary*, Mrs. Esther Grace Nolan

California Society of Secondary Education, *President*, Edward H. Redford, City School Department, San Francisco, California; *Secretary*, Lillian M. Perry, Rooms 9 and 10, Haviland Hall, Berkeley 4, California

California State Junior College Association, *President*, John L. Lounsbury, San Bernardino Valley Junior College, San Bernardino, California; *Secretary-Treasurer*, Daniel C. McNaughton, Vista, California

Central California Junior College Association (Central Section—California Junior College Association), *President*, Leo Wolfson, Principal, Reedley Junior College, Reedley, California; *Secretary*, John M. Mills

National Council on Teacher Retirement of the National Education Association, *President*, Ray L. Lillywhite, 203 State Capitol, Salt Lake City, Utah; *Secretary*, Jennie Roch, 703 Carondelet Street, New Orleans, Louisiana

National Education Association of the United States, *President*, Glenn E. Snow, Dixie Junior College, St. George, Utah; *Secretary*, Willard E. Givens, 1201 Sixteenth Street, N.W., Washington, D. C.

National School Boards Association (name changed from National Council of State School Boards Association), *President*, David J. Rose, Goldsboro, North Carolina; *Secretary*, Robert Cole, 306½ E. Monroe, Springfield, Illinois; *California Representative*, Mrs. I. E. Porter, #6 Professional Building, Bakersfield, California

Northern California Junior College Association, *President*, J. J. Collins, Yuba Junior College, Marysville, California; *Secretary*, Harold Weaver, Placer Junior College, Auburn, California

Southern California Junior College Association, *President*, William B. Langsdorf; *Secretary*, Fred A. Dow, Jr., 4901 E. Carson Street, Long Beach 8, California

The Association of California Public School Superintendents, *President*, Homer H. Cornick; *Secretary*, J. R. Croad; *Executive Secretary*, John A. Sexson, 351 South Hudson Avenue, Pasadena 5, California

The Association of School Business Officials, *President*, C. H. R. Fuller, Toronto, Ontario, Canada; *Secretary*, H. W. Anderson, 306 East Lovell Street, Kalamazoo, Michigan

1948-49 EXCHANGE OF TEACHERS WITH GREAT BRITAIN

Selection of 100 United States teachers from 27 States for the 1948-49 program of the Committee on Interchange of Teachers Between Great Britain and the United States was announced early in July by the United States Office of Education, Federal Security Agency. An additional 15 interchanges between British and American teachers in elementary and secondary schools are being arranged and will be announced within a few weeks.

For the first time in an exchange program, each American teacher will have the opportunity to meet the teacher with whom he is exchanging positions, at the school where the American teacher will be assigned. This arrangement was made possible because of an earlier sailing date for American teachers this year. They sailed from New York on July 24, 1948, on the *Marine Tiger* and will arrive in Great Britain about August 1, a month before British schools open. The British exchange teachers will arrive in New York August 19 and 20.

Following is a list of the exchange teachers from California who have thus far been selected. Opposite each appears the name and school of the British teacher with whom exchange of positions is to be made.

Miss Lois Baumgartner
Santa Rosa Junior High School
Santa Rosa, California

Miss Anne L. Craig
Dana Junior High School
San Diego, California

Miss Mary E. East
Stockton School
3109 Island Avenue
San Diego, California

Mr. Ray Franchi
Richmond Union High School
Richmond, California

Mrs. Lucille Franchi
Nystrom School
Richmond, California

Miss Esther Hagaman
William McKinley School
Burbank, California

Miss Eva G. Hodgens
George Washington High School
10860 South Denker Avenue
Los Angeles 44, California

Mrs. Iva L. W. Kellogg
Woodrow Wilson High School
2839 North Eastern Avenue
Los Angeles 32, California

Miss Grace F. Land
John G. Whittier School
Long Beach, California

Miss Rachel R. Milam
East Elementary District
Los Angeles, California

Miss Margaret McCulley
Claremont Elementary School
Claremont, California

Mrs. Grace H. McKnight
Willard School
Pasadena, California

Mrs. Marie T. Yerkes
Francis Polytechnic High School
Los Angeles, California

Miss Margery E. Lee
Ford Sec. Modern School
Cambridge Road, Plymouth

Miss Selina L. Miller
Bayles Ct. Sec. Modern School for
Girls, Oatlands Drive
Slough, Bucks

Miss C. Yvonne Evans
St. Peters Primary School
Cambridge Street
Cleethorpes, Lincs.

Mr. John C. Dix
Belmont Sec. Modern School
Harrow Weald, Middlesex

Mrs. Mary M. B. Dix
Belmont Sec. Modern School
Harrow Weald, Middlesex

Miss Ella A. Brodlie
High School
Dundee, Angus, Scotland

Miss Dorothy A. Godley
City of Bath Girls Schools
20 Upper Oldfield Park
Bath

Miss Kathleen H. Jones
Varndean School for Girls
Ditchling Road
Brighton 6

Miss May McCracken
Buick Mem. Public Elem. School
Cullybackey, County Antrim
Northern Ireland

Miss Eva Davis
Tockwith County Primary School
Yorkshire

Miss Ivy Brown
Bruce Grove Jr. Mixed School
Tottenham, N. 17, Middlesex

Miss Margaret J. Thornborrow
Lyon Park Infants School
Wembley, Middlesex

Miss Catherine M. Robertson
High School, Dunfermline
Fife, Scotland

TEACHERS ANTHOLOGY OF POETRY

The Board of Judges of the National Poetry Association has announced that the closing date for the submission of manuscripts for the *Teachers Anthology* will be November 15, 1948. This will give many teachers an opportunity to prepare and complete manuscripts during the summer vacation months.

There are no limitations as to theme, form, or style. Manuscripts should be typed, one on a sheet, and signed by the author, giving home address and also the school in which employed. Teachers may submit as many manuscripts as they wish. Entries should be sent to the National Poetry Association, 3210-G Selby Avenue, Los Angeles 34.

The published anthology will be about four hundred pages in length. Appropriate certificates will be sent to those whose poetry qualifies for publication.

PROFESSIONAL COURSES IN GROUP WORK

The School of Social Welfare of the University of California has added to its graduate curriculum a sequence of professional courses in group work. The first-year program will start in the fall semester, September, 1948, under the direction of Gordon Hearn, assistant professor of social welfare. Classes will deal with the Foundations of Group Work; The Theory of Group Development; Program Planning Processes in Group Work; Philosophy of Group Work Organization. Field work will be offered in the group work agencies of San Francisco and the Bay Area.

Applications or inquiries may be addressed to Milton Chernin, Dean of the School of Social Welfare, University of California, Berkeley 4.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

Addresses on Higher Education for American Democracy. Proceedings of the Meetings during 1947-1948 of the Western College Association, Spring Meeting, April 10, 1948, University of California, Los Angeles. Published by the Association, 1948. Pp. 44.

Advancing the Education of the Hospitalized Child. Report of a Conference Held in Conjunction with the Seventy-fourth Annual Convention of the American Association of School Administrators, February 26-27, 1948, at Atlantic City, N. J. Sponsored by the National Foundation for Infantile Paralysis, Publication No. 72. New York 5, N. Y.: National Foundation for Infantile Paralysis, May, 1948. Pp. 96.

BRUBACHER, JOHN S. *A History of the Problems of Education.* New York: McGraw-Hill Book Company, Inc., 1947. Pp. xiv+688.

CARMICHAEL, LEONARD (editor). *Manual of Child Psychology.* New York: John Wiley and Sons, Inc., 1946. Pp. viii+1068.

Careers in Business Administration. Research No. 178. Chicago: Institute for Research, 1948. Pp. 28.

COOK, MERCER. *Education in Haiti.* Bulletin 1948, No 1. Washington 25: U. S. Office of Education, Federal Security Agency, 1948. Pp. vi+90.

Co-operation in General Education. A Final Report of the Executive Committee of the Co-operative Study in General Education. Washington: American Council on Education, 1947. Pp. xviii+240.

Counseling for Mental Health. American Council on Education Studies, Volume XI, July, 1947. Series VI, Student Personnel Work, Number 8. Washington: American Council on Education, 1947. Pp. 64.

Counseling, Guidance, and Personnel Work. Review of Educational Research, Vol. XVIII, No. 2, April, 1948. Pp. 121-216.

The Crisis of Mankind: The Urgent Educational Tasks of the University of Our Time. Educational Conference Celebrating the Inauguration of James Lewis Mornell as Eighth President of the University of Minnesota, 1946. Minneapolis: The University of Minnesota Press, 1947. Pp. 122.

CUNINGGIM, MERRIMON. *The College Seeks Religion.* Yale Studies in Religious Education, Vol. XX. New Haven, Conn.: Yale University Press, 1947. Pp. x+320.

DRAG, FRANCIS L. *Curriculum Laboratories in the United States.* A Research Study. San Diego County Schools Education Monograph Number Fifteen. San Diego: Curriculum Laboratory, Office of the Superintendent of Schools, San Diego County, September, 1947. Pp. x+172 (reproduced from typewritten copy).

GATES, ARTHUR I. *The Improvement of Reading: A Program of Diagnostic and Remedial Methods.* Third edition. New York: The Macmillan Company, 1947. Pp. xx+658.

HOCKMAN, WILLIAM S. *Projected Visual Aids in the Church.* Boston: The Pilgrim Press, 1947. Pp. viii+214.

Housing Education in Universities and Colleges: Needs and a Suggested Curriculum. A Committee Report. Los Angeles: University of Southern California, 1947. Pp. 56.

Improving Educational Research. Official Report, American Educational Research Association, a Department of the National Education Association, Atlantic City, N. J., February 21-24, 1948. Washington 6: American Educational Research Association, 1948. Pp. 224.

Juvenile Delinquency and the Schools. The Forty-seventh Yearbook of the National Society for the Study of Education, Part I. Prepared by the Society's Committee, Ruth Strang, chairman. Edited by Nelson B. Henry. Chicago: University of Chicago Press, 1948. Pp. x+280.

Let's Put First Things First to Make America Strong. Washington 6: Commission for the Defense of Democracy Through Education, National Education Association, 1948. Pp. 24.

Let's Teach Driving: An Administrative Guidebook. Washington: National Commission on Safety Education, National Education Association, 1947. Pp. 136.

NOEL, ELIZABETH GOUDY, and LEONARD, J. PAUL. *Foundations for Teacher Education in Audio-Visual Instruction.* American Council on Education Studies, Vol. XI, June, 1947. Series II, Motion Pictures in Education, Number 9. Washington: American Council on Education, 1947. Pp. 60.

Our School Buses. Washington 6: National Commission on Safety Education, National Education Association, 1948. Pp. 12.

Reading in the High School and College. The Forty-seventh Yearbook of the National Society for the Study of Education, Part II. Prepared by the Yearbook Committee, William S. Gray, chairman, under the direction of the Society's Committee on Reading. Edited by Nelson B. Henry. Chicago: University of Chicago Press, 1948. Pp. x+318+1.

Real Estate and Housing: An Occupational Brief. Pasadena 1: Western Personnel Institute, 1948. Pp. 40.

A Report to Educators on Teaching Films Survey. Survey conducted by and report published by Harcourt, Brace and Company; Harper & Brothers; Henry Holt and Company; Houghton Mifflin Company; The Macmillan Company; Scholastic Magazines; Scott, Foresman & Company, 1948. Pp. x+118.

SAUL, LEON J. *Emotional Maturity: The Development and Dynamics of Personality.* Philadelphia: J. B. Lippincott Company, 1947. Pp. xii+338.

Statutory Bases of State Foundation Programs for Schools. National Education Association Research Bulletin, Vol. XXVI, No. 2, April, 1948. Pp. 43-100.

The Story of U.N.R.R.A. Washington 25: Office of Public Information for United Nations Relief and Rehabilitation Administration, February 15, 1948. Pp. 48.

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YESIPOV, B. P., and GONCHAROV, N. K. "I Want to Be Like Stalin," from the Russian text on Pedagogy. Translated by George S. Counts and Nucia P. Lodge, with an Introduction by George S. Counts. New York: The John Day Company, 1947. Pp. 150.